

and practice

EDDIE: Hey, Polly. What are you up to this weekend?

POLLY: Hey, Eddie. Maria and I are going to the Ecodesign Parade. Would you like to come with us?

EDDIE: Oh, sorry, but I definitely don't know what this is!

POLLY: No? How come? Everyone is talking about it!

EDDIE: Oh, but I am very busy with the school parade.

POLLY: I know, and this is the reason why we are going there.

EDDIE: Yeah?

POLLY: The purpose of this parade is to show everybody the importance of recycling clothes and how we can get them.


EDDIE: Oh, I got it! You girls are always very smart. So let's go there to get some ideas for our event!

POLLY: Yeah! But we also want to learn more about this new trend.





d practice

 **MARIA:** It's Saturday afternoon and we're here doing nothing... what a waste of time!

PHILLIP: Yeah... I'm bored!

MARIA: We should do something nice, something fun... but what?!

ISABELLE: Hey, I have an idea. Why don't we go to the movies?

PHILLIP: Oh, no. It's too expensive and I don't have any money.

MARIA: How about renting a movie instead?

ISABELLE: I'm in.

PHILLIP: All right. But don't forget I hate romantic movies. They are very silly.

MARIA: That's OK. We can watch a horror movie.

PHILLIP: No way. Horror movies are so scary... I don't like them.

ISABELLE: What about a musical? I love musicals.


PHILLIP: Are you kidding? Musicals are boring!

MARIA: So, why don't we watch a comedy?

ISABELLE: Yeah! Why not?

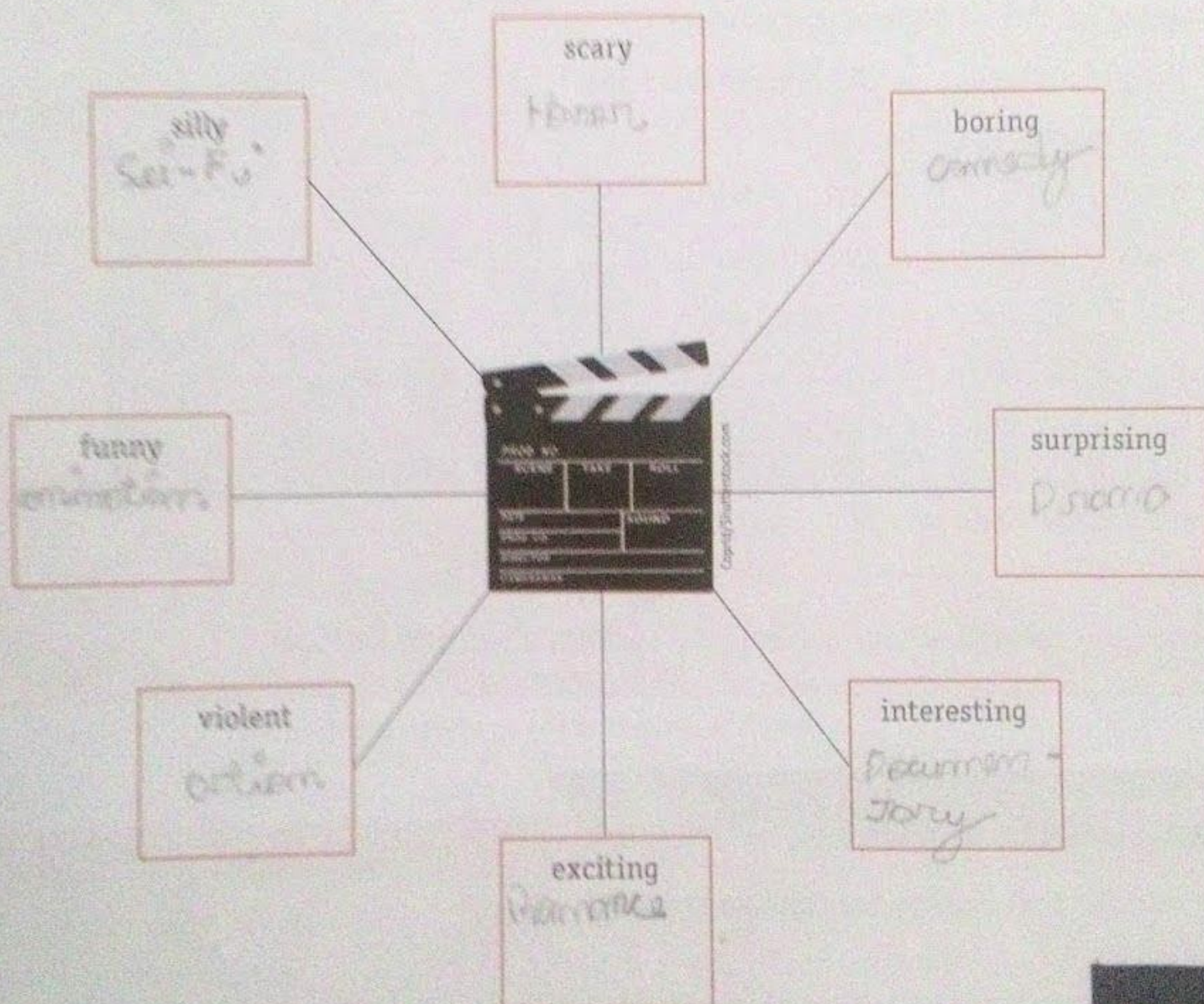
PHILLIP: OK. That sounds good.

ISABELLE: Great! Let's run to the video store before Phillip changes his mind.



Put 10 kinds of movies in the puzzle below. Then, put them into the bubble that represents your opinion about this kind of movie.

A	N	I	M	A	T	I	O	N	E	S	Y	M	T	R	C
P	O	A	B	U	L	X	Y	G	K	C	I	U	S	O	O
A	D	V	E	N	T	U	R	E	C	T	E	S	G	M	J
F	S	E	Y	D	P	I	B	S	C	I	F	I	A	A	H
D	N	P	I	L	H	J	E	S	W	A	R	C	R	N	O
R	F	C	K	O	A	Y	T	D	R	A	M	A	P	C	R
E	W	A	C	T	I	O	N	B	D	H	K	L	I	E	R
D	B	P	U	X	M	T	H	K	E	S	I	L	O	A	O
Y	N	D	O	C	U	M	E	N	T	A	R	Y	V	H	R



Talk to your classmates about what you think.



I think dramas are very silly.
I think adventure movies are very surprising,
but sometimes they are violent.
I think comedies are funny and exciting.



Let's learn about the language!

Making invitations



Listen, there's this great movie I want to see, and... well, would you like to go to the movies with me?



How about going to the movies?
Why don't we go the movies?
Wanna go to the movies tonight?
Would you like to go to the movies with me?

Say yes	Say no
Sure. What time?	I'm sorry, I can't. Maybe we can do it some other time.
What a great idea, thanks.	Well, I'd love to, but I have to study tonight.
That's very kind of you, thanks.	I'm really sorry, but I already have plans for tonight.
I'd love to, thanks.	

1. Invite a classmate to...

- go to the movies tonight.
- have a sandwich after class.
- go to a party on the weekend.
- go out on Friday night.

ANSWER
DAILY

Check it out!

1. Write the names of the characters of the dialog.

- a) _____ invites Eddie to go to the parade.
 b) _____ doesn't know about the Ecodesign Parade.
 c) _____ is organizing the school parade.
 d) _____ explains the importance of the Ecodesign Parade.

2. Why does Eddie say he doesn't know about the Ecodesign Parade?

☐ Because he is busy.

☐ Because he is not interested.

Let's learn about words!

1. Use the vocabulary from the box to complete the sentences.

green sweater turquoise vest white sneakers white T-shirt
 brown sandals purple pants white blouse
 pink thongs red dress brown shoes blue jeans
 pink skirt beige hat violet jacket



a) Melissa is wearing a _____ and _____.

b) Clarisse is wearing _____, a _____, a _____ and _____.

c) Sean is wearing a _____ and a _____.

d) Lisa is wearing a _____, a _____, a _____ and _____.

2. Put the correct letter in each space and find out the names of the clothing items.



D R E S S
20 21 22 23 23



S H O E S
23 24 25 22 23



R A I N C O A T
21 19 33 26 17 25 19 27



G L O V E S
24 19 25 30 22 23



B E L T
15 22 29 27



C A P
17 19 11



S N E A K E R S
23 26 22 19 18 22 21 23



T H O N G S
27 24 25 26 24 23



H A T
24 19 27



J E A N S
32 22 19 26 23



S A N D A L S
23 19 26 20 19 29 23



P A N T S
11 19 26 27 23



S O C K S
23 25 17 18 23



S W E A T E R
23 26 22 19 27 22 21



S C A R F
23 17 19 21 14

127



S K I R T
23 18 33 21 27



V E S T
30 22 23 27



S H I R T
23 24 33 21 27



J A C K E T
32 19 17 18 22 27



S H O R T S
23 24 25 21 27 23



B O O T S
15 25 25 27 23



T - S H I R T
27 23 24 33 21 27



T I E
27 33 22



C O A T
17 25 19 27

Let's learn about the language

1. Match the opposites.

- a) big
- b) beautiful
- c) fast
- d) safe
- e) clean
- f) good

- g) strong
- h) hot
- i) new
- j) cheap
- k) heavy
- l) short

- ☒ dangerous
- ☒ dirty
- ☐ expensive
- ☒ weak
- ☒ slow
- ☒ small

- ☐ long
- ☒ bad
- ☒ ugly
- ☐ old
- ☒ cold
- ☐ light

Comparative forms

Superior



Cameron

Cameron's dress is **shorter** than Laura's dress.
Laura's dress is **longer**.



Laura



Isac

Isac's sneakers are **bigger** than Jordi's.
Jordi's sneakers are **smaller**.



Jordi



Mark

Mark's coat is **heavier** than Cristiano's coat.
Cristiano's coat is **lighter**.



Cristiano



Paula

Paula's skirt is **more expensive** than Renata's skirt.
Renata's skirt is **cheaper**.



Renata

At home

1. Answer the questions.



a) What is he wearing?



c) What is he wearing?



e) What is she wearing?



b) What is she wearing?



d) What is she wearing?

f) And you? What are you wearing?

7. Complete the spaces in the dialog below.

TOURIST: Excuse me. I'm lost.

Can you please tell me how to get to the drugstore?

BOY: Well, let me see...

Go down Yesterday Street until you get to Help Street. Then you turn right and go straight on that street for half a block. It's on your left,

between the bookstore and the newsstand. You can't miss it!

TOURIST: OK. I think I got it. Thank you very much.

BOY: No problem.

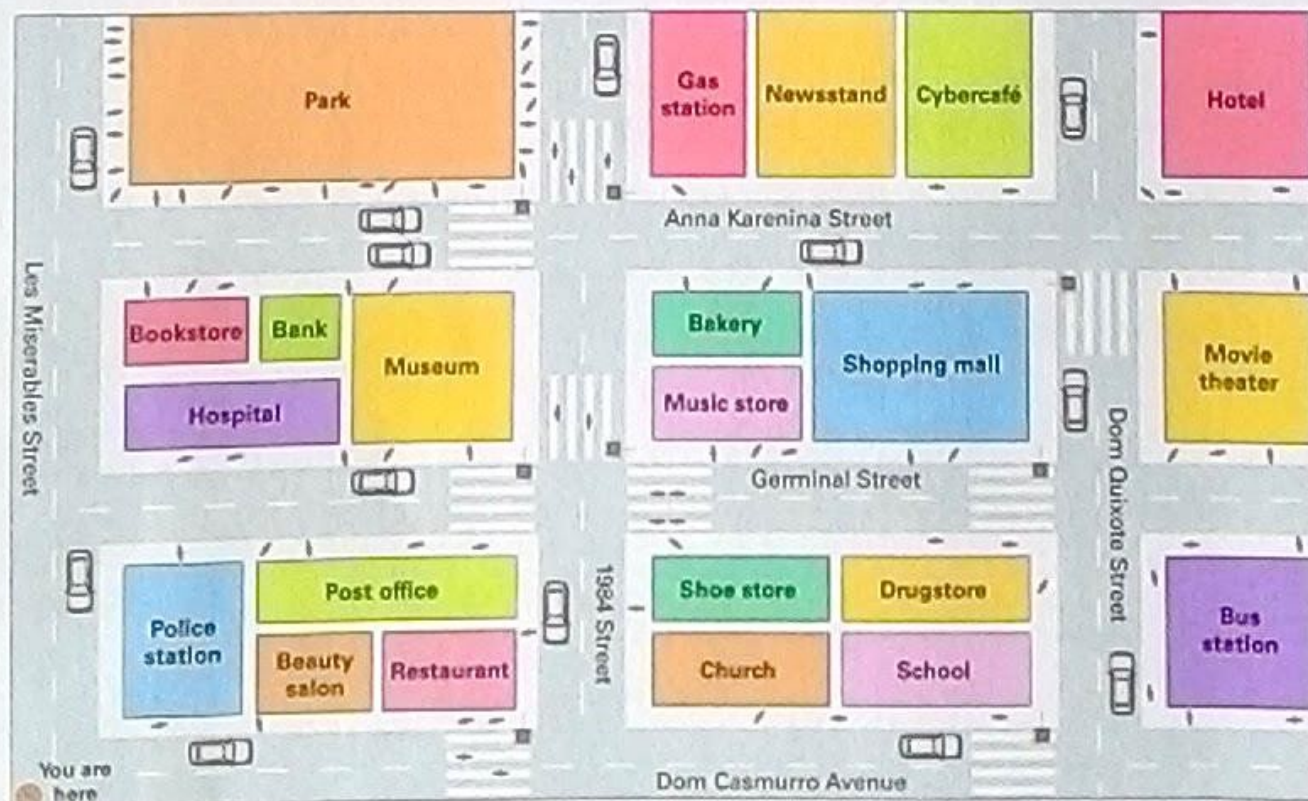
Os alunos podem usar o diálogo acima como modelo. Instrua-os a inverter os papéis para praticar as duas situações, pedir informações e dar as direções.

8. Use the map below to role play the following situation with a partner.

ANSWER DRALLY

A: You are a tourist and you are lost. Ask information on how to get to one of these places: the hotel, the museum, the shopping mall or the bank.

B: You are a passer-by. Give directions to the tourist.



6. Who uses these expressions: the person who's asking for information, or the one who's giving directions?

You can't miss it! I think I got it. Thank you very much. No problem.
 Excuse me. I need some help. Sorry. I don't live around here.
 You're welcome. Let me see... I'm lost. Never mind. Thanks anyway.

You can't miss it!

No problem.

Sorry. I don't live around here.

You're welcome.

Let me see...

I think I got it.

Thank you very much.

Excuse me. I need some help.

I'm lost.

Never mind. Thanks anyway.

Se necessário, peça para os alunos voltarem ao diálogo da página 10 para verificarem quais frases foram usadas por quem pedía informação e quais foram usadas por quem passava informação.

Leve os alunos a perceberem as várias possibilidades de uso para as expressões apresentadas. Pode-se usar, por exemplo, go straight on _ street ou go straight on _ avenue, e assim por diante.



Could you please give me directions?

I need to go to the museum. Could you please give me directions?

What's the way to the hospital, please?

Can you tell me how to get to the bank?

How do I get to the hotel?

Go straight on _ Ave.

Go straight on _ St for half a block.

Go down _ St for three blocks.

Go down _ Street until you get to (the traffic lights / the post office / _ St).

Walk _ blocks.

Cross the street.

Turn right. / Turn left.

Turn right / left at the traffic lights.

It's on your right / left.

e) where is the movie theater?

It's on Winter St, next to the shoe store.

5. Practice with a friend.

ANSWER ORALLY

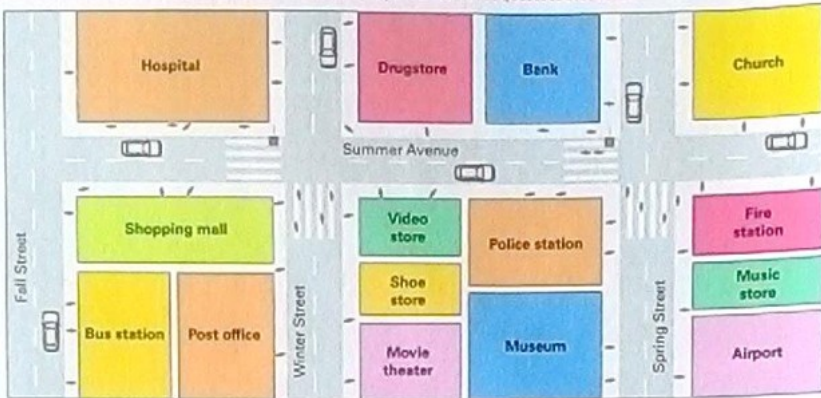
Incentive os alunos a caminharem pela sala fazendo perguntas a diferentes colegas de classe e também a usarem as diferentes estruturas de perguntas e respostas aprendidas. Diga-lhes que peçam informações sobre lugares da sua própria cidade, como agência de correios, hotel, banco, farmácia, entre outros.



2. Observe the map and practice the questions about it.

ANSWER ORALLY

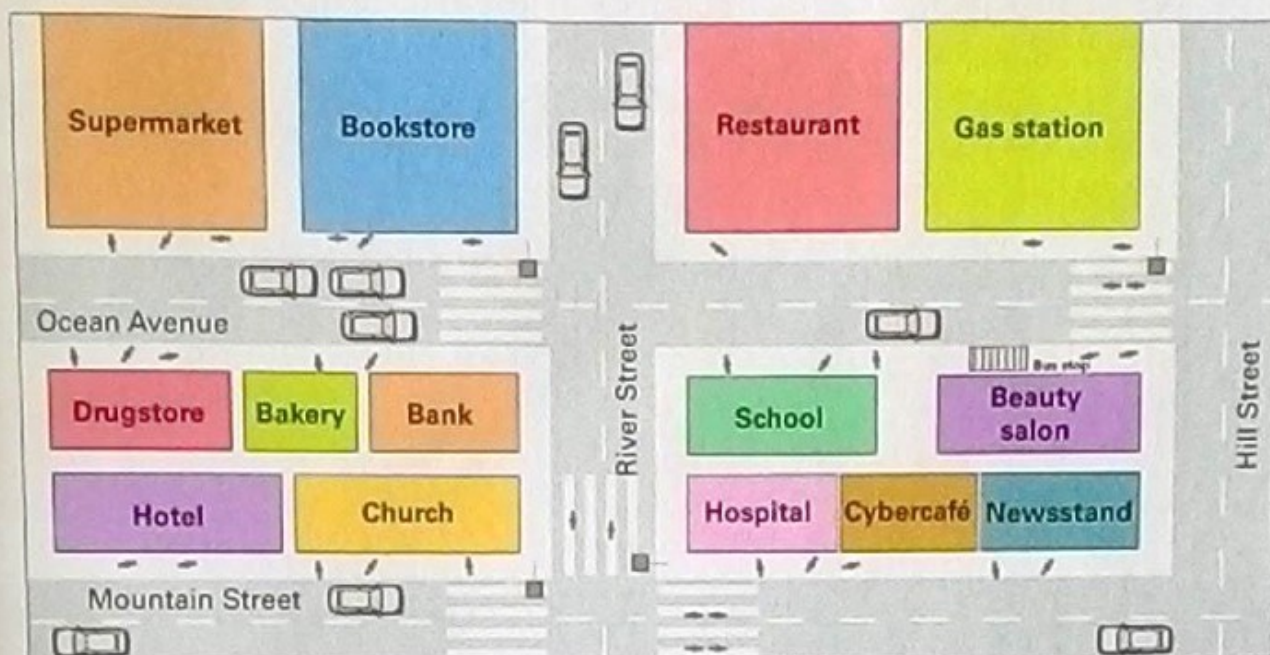
Instrua os alunos a usar os diálogos apresentados como exemplo para trabalhar as questões oralmente.



Let's learn about the language!

Where is the bakery?

Aproveite para apresentar aos alunos as abreviações St (para street) e Ave (para avenue).



The supermarket is **on** Ocean Avenue.

The bakery is **between** the drugstore and the bank.

The restaurant is **across from** the school.

The bus stop is **in front of** the beauty salon.

The newsstand is **at the end of** Mountain Street.

The church is **on the corner of** Mountain St and River St.

The gas station is **next to** the restaurant.

1. Look at the map again. Are these sentences true or false? Correct the false ones.

- a) ☐ F The hotel is next to the school.

Possível resposta: The hotel is next to the church.

Incentive os alunos a corrigir as frases falsas. Aceite outras respostas, além das que foram sugeridas, desde que estejam de acordo com o mapa.

- b) ☐ T The bookstore is on the corner of Ocean Ave and River St.

- c) ☐ F The cybercafé is on Hill St.

The cybercafé is on Mountain Street.

- d) ☐ F The hospital is between the school and the bank.

Possível resposta: The hospital is on the corner of River St and Mountain St.

- e) ☐ T The drugstore is across from the supermarket.

- f) ☐ F The gas station is in front of the beauty salon.

The gas station is across from the beauty salon.

- g) ☐ T The gas station is at the end of Ocean Ave.

Improve your vocabulary

Se julgar necessário, aponte o inglês britânico e o americano. palavras: sidewalk (AmE) - pavement (BrE) - pedestrian crossing (BrE). Ao fim da atividade, toque o CD ouçam e repitam as palavras.

1. What do we see in the streets? Can you name the pictures below?

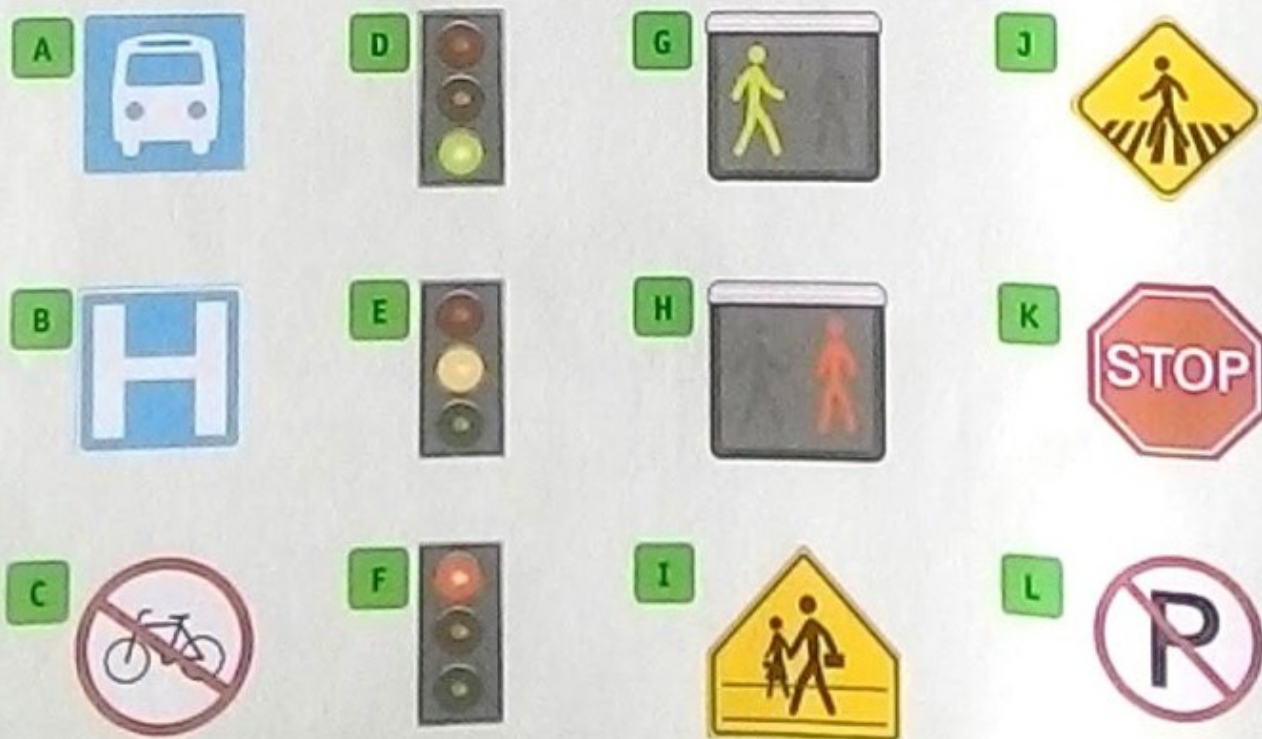
- ☐ c traffic lights ☐ a sidewalk ☐ f crosswalk ☐ h lamppost
☐ d trash can ☐ b fire hydrant ☐ e mailbox ☐ g traffic cone



2. Do you know what the signals and signs below mean? Match the meanings to the pictures.

Se necessário, explique aos alunos a diferença entre *signal* (sinal) e *sign* (placa de trânsito).

- ☐ g walk ☐ c no bicycle ☐ i school crossing zone ☐ e yellow light
☐ a bus stop ☐ l no parking ☐ f red light ☐ j crosswalk
☐ d green light ☐ b hospital ☐ h don't walk ☐ k stop



Let's learn about words!

Places around the city

Match the pictures with their names.



- 2 school
- 9 hospital
- 4 police station
- 1 fire station
- 7 gas station
- 11 airport

- 12 bus station
- 14 bus stop
- 5 museum
- 6 church
- 10 hotel
- 13 supermarket

- 8 bookstore
- 3 drugstore

Relembre com os alunos algumas palavras referentes a lugares na cidade que já foram aprendidas em unidades anteriores. Bakery, office, store, restaurant, shopping mall, beauty salon, the movies (ou movie theater) e video store são alguns exemplos. Peça-lhes, também, que voltem ao diálogo da página de abertura e indiquem os dois lugares mencionados: post office e bank.

2. Complete the crossword using the hints below.

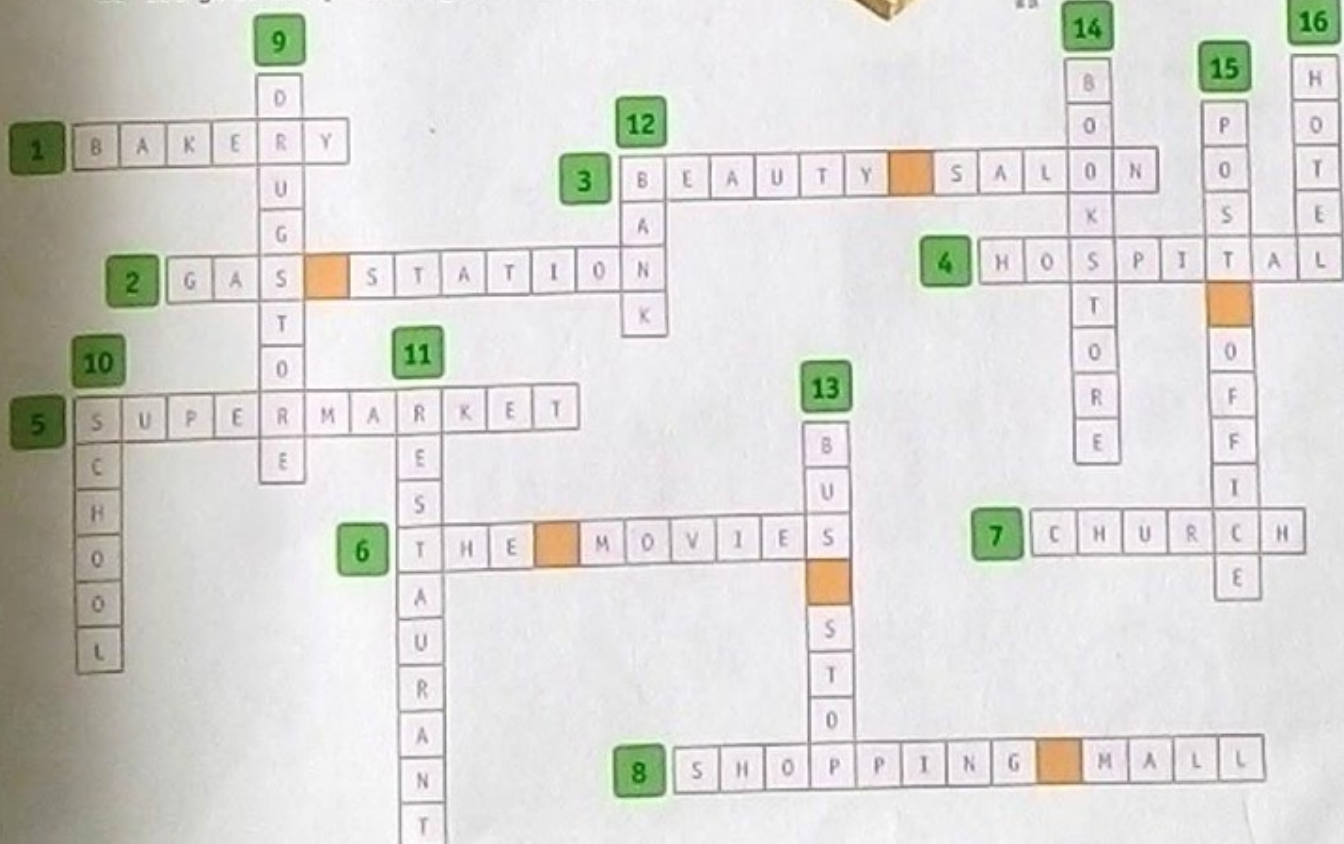
Across →

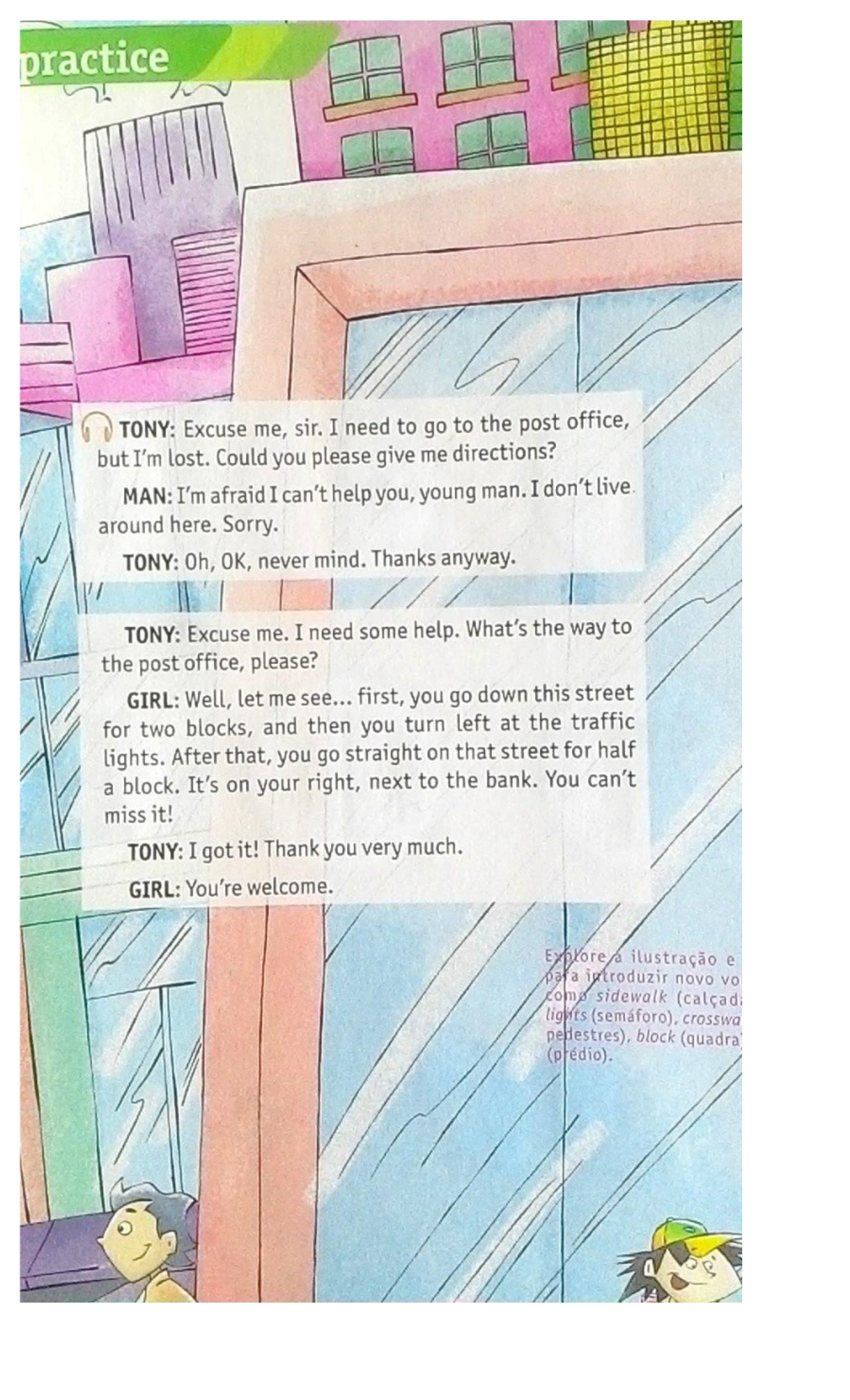
- 1 You go to this place to buy some bread and cakes.
- 2 You go to this place to put gas in your car.
- 3 You go to this place to have your hair cut or to receive treatment in your face or body.
- 4 You go to this place when you are ill.
- 5 You go to this place to buy food and other products for your house.
- 6 You go to this place to watch a movie.
- 7 You go to this place to pray.
- 8 You can go to this place to buy clothes, shoes, CDs etc. or to walk around with your friends.




Down ↓

- 9 You go to this place to buy medicine.
- 10 You go to this place to study.
- 11 You go to this place to have a meal.
- 12 You go this place to get some money.
- 13 You wait for the bus in this place.
- 14 You go to this place to buy a book.
- 15 You go to this place to send letters.
- 16 You go to this place to spend the night.





 **TONY:** Excuse me, sir. I need to go to the post office, but I'm lost. Could you please give me directions?

MAN: I'm afraid I can't help you, young man. I don't live around here. Sorry.

TONY: Oh, OK, never mind. Thanks anyway.

TONY: Excuse me. I need some help. What's the way to the post office, please?

GIRL: Well, let me see... first, you go down this street for two blocks, and then you turn left at the traffic lights. After that, you go straight on that street for half a block. It's on your right, next to the bank. You can't miss it!

TONY: I got it! Thank you very much.

GIRL: You're welcome.

Explore a ilustração e
para introduzir novo vo
como *sidewalk* (calçada),
lights (semáforo), *crosswa*
pedestres), *block* (quadra
(prédio).

Let's learn about the language!

Months and dates

Chame a atenção dos alunos para o fato de que, em números ordinais compostos, somente o último número é escrito como um número ordinal.

In Brazil, Valentine's Day is celebrated in June.

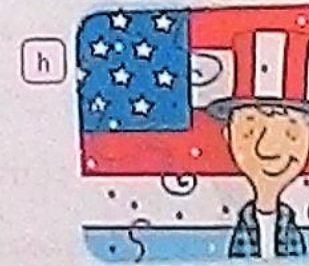
In the United States, it is celebrated on February 14th.

1. Match the sentences to the pictures and, after that, write down the months of the year.

- Mother's Day is on the second Sunday of May.
- New Year's Day is celebrated in January.
- Christmas Eve is on December 24th.
- Father's Day is on the second Sunday of August.*
- Carnival is normally celebrated in February.
- In the United States, Thanksgiving is in November.
- Women's Day is in March.
- The American Independence Day is on July 4th.
- Easter is celebrated in April.
- June Festival is in June.
- The Brazilian Independence Day is on September 7th.
- Children's Day is in October.

January
February
March
April
May
June
July
August
September
October
November
December

*Nos Estados Unidos e na Inglaterra, comemora-se o Dia dos Pais no terceiro domingo de junho.



Days of the week

8. Listen and repeat. Faça com que os alunos percebam que os dias da semana são sempre escritos com letra inicial maiúscula.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

9. Write down the days of the week.

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Tuesday

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Friday

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Monday

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Wednesday

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

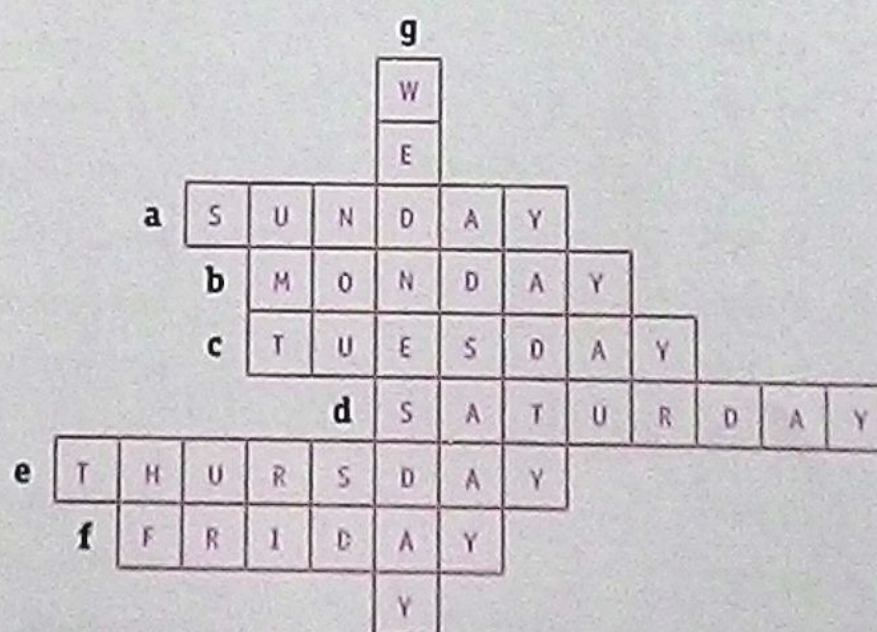
Saturday

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Thursday

10. Complete the crossword puzzle.

- The first day of the week.
- The second day of the week.
- The day after Monday.
- The last day of the week.
- The day before Friday.
- The sixth day of the week.
- The fourth day of the week.



5. Look at the calendar and write the days of the week for the numbers below.

Fri. → first, eighth, fifteenth, twenty-second, twenty-ninth.

Mon. → fourth, eleventh, eighteenth, twenty-fifth.

Wed. → sixth, thirteenth, twentieth, twenty-seventh.

Sat. → second, ninth, sixteenth, twenty-third, thirtieth.

Tues. → fifth, twelfth, nineteenth, twenty-sixth.

Sun. → third, tenth, seventeenth, twenty-fourth, thirty-first.

Thurs. → seventh, fourteenth, twenty-first, twenty-eighth.

6. Complete the spaces with the appropriate number.

first, second, third,	fourth	fifth	sixth
seventh	eighth	ninth	tenth
eleventh	twelfth	thirteenth	fourteenth
fifteenth	sixteenth	seventeenth	eighteenth
nineteenth	twentieth	twenty-first	twenty-second
twenty-third	twenty-fourth	twenty-fifth	twenty-sixth
twenty-seventh	twenty-eighth	twenty-ninth	thirtieth
thirty-first			

Faça com que os alunos relembrem que, a partir do número 21, assim como na escrita dos números naturais, os ordinais também são escritos com hífen.

7. Match the two columns.

a) 40th

b) 41st

c) 50th

d) 52nd

e) 60th

f) 63rd

g) 70th

h) 74th

i) 75th

j) 80th

k) 86th

l) 87th

m) 90th

n) 98th

o) 99th

p) 100th

c) fiftieth

f) sixty-third

l) eighty-seventh

a) fortieth

h) seventy-fourth

b) forty-first

p) one hundredth

d) fifty-second

k) eighty-sixth

g) seventieth

n) ninety-eighth

i) seventy-fifth

e) sixtieth

j) eightieth

o) ninety-ninth

m) ninetieth

The first th
Tricky
speaking

Ordinal numbers

An ordinal number represents the numerical position of an object or person, for example, first, third, fourth etc.

In the comic strip, Jimmy Five is the 1st, Smudge is the 2nd and Samson is the 3rd.

2. Match the character to the correct ordinal number.

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first

second

third

3. Put the ordinal numbers in order. Write them down.

fourth third first second

first, second, third, fourth



4. Listen to the CD and observe the calendar with the ordinal numbers.

May 2020						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1 st	2 nd
3 rd	4 th	5 th	6 th	7 th	8 th	9 th
10 th	11 th	12 th	13 th	14 th	15 th	16 th
17 th	18 th	19 th	20 th	21 st	22 nd	23 rd
24 th	25 th	26 th	27 th	28 th	29 th	30 th
31 st						

Check it out!

1. Match the pictures to the sentences.

A



C



B



Pergunte aos alunos o que normalmente compram para fazer uma festa, se se lembram do guardanapo, das velas do bolo, de balões de festa, entre outros elementos que compõem uma festa de aniversário. Se julgar necessário, mostre-lhes a importância de planejar e anotar antecipadamente o que irão precisar para a festa para que não se esqueçam.

- ☐ C We have to call everybody.
- ☐ B I'm making a cake.
- ☐ A I have to buy some soda and napkins.

2. Match the sentences with the same meaning.

- | | |
|------------------------------------------------------------------------|--------------------------------------------------------------------|
| a) <u>How</u> is <u>everything</u> ? | <input type="checkbox"/> c Don't take a long time to do something. |
| b) I'm in a <u>hurry</u> because of Isabelle's <u>party</u> . | <input type="checkbox"/> d Be on time. |
| c) <u>Hurry up</u> ! | <input type="checkbox"/> b I'm very busy due to something special. |
| d) Don't be <u>late</u> ! | <input type="checkbox"/> e Don't be anxious. |
| e) Don't <u>worry</u> , <u>everything's</u> gonna <u>be</u> all right. | <input type="checkbox"/> a How are you doing? |

Let's learn about words!

1. Observe the comic strip.



Cascão, de Maurício de Sousa. Extraído do site: <www.monica.com.br/ingles/index.htm>. Acesso em: 31 ago. 2009 (tirinha nº 156).

Listen and practice

TONY: Hello, Maria, how's everything?

MARIA: Not bad, Tony. I'm in a hurry because of Isabelle's party.

TONY: Oh, but isn't it next Saturday, November 7th?

MARIA: No, don't you remember? It is on Friday, October 29th.

TONY: Oh, it's true! I have to buy some soda and napkins!

MARIA: We don't have much time. Hurry up!

TONY: I'm going to the supermarket this afternoon and after that I'm going to your house.

MARIA: Don't be late! I'm making a cake and we have to call everybody.

TONY: Don't worry, everything's gonna be all right.



Let's listen!

1. Listen to the CD and number the pictures according to the order you hear.



2. Listen to the dialog again and complete the gaps.

MICHAEL: Hello, Jane, what's new?

JANE: Hey, Mike, I'm really excited about the holidays.

MICHAEL: Really? What are you planning to do?

JANE: At Christmas, I plan to stay home with my family. But, on December 31st, I intend to celebrate New Year's Eve in Times Square.

MICHAEL: Oh, that sounds really nice!

JANE: How about you? What are your plans?

MICHAEL: My plans for this Sunday are to go to my grandma's house in Los Angeles and meet my cousins. I'm staying there until January 5th.

JANE: Oh, cool! I'm not as lucky as you are. I don't have many cousins.

MICHAEL: Yeah, I like them very much. We play all the time.

JANE: And... how many days are you staying there?

MICHAEL: Just two weeks because Dad has to be here to work.

Let's read!

Orientar os alunos a lerem o texto abaixo. Após a leitura, converse com eles sobre as informações contidas no texto. Pergunte-lhes se eles concordam com o fato de que manter uma promessa de ano-novo é difícil, se normalmente fazem esse tipo de promessas e quais são as resoluções que tomaram para esse ano.

In Brazil it is a tradition for people to make New Year's resolutions at the beginning of a new year. People promise to do all sorts of things. For example, some people promise to watch less television, to stop eating chocolate, to start practicing a sport, to go on a diet among many other things. Making a promise is very easy and simple, but keeping it is not. And that's why a great number of people break their promises.



1. Read the text and find the expressions that mean the same as the ones below.

a) Decisions you make on the first day of a new year New Year's resolutions

b) A lot of different types of things all sorts of things

c) To eat less food in order to lose weight to go on a diet

d) Lots of people a great number of people

e) Go back on their word break their promises

2. Read these New Year's resolutions and complete the chart.



I promise the same things every year, but I always break my word. But I want this year to be different. I want to be more organized, to start doing sports and to lose some weight. I also want to learn another foreign language.

Susie

This year I promise to help my mother clean the house, study more Math and Biology and pay more attention in class. I also want to read more books and watch less television.

Caroline



I know that I have to take care of my health and lose some weight. This year, I want to go on a diet and play sports at least three times a week. My wife complains that I never do anything at home, so I promise to watch less TV and help her with the housework.

Bryan

My mom and dad always say that I need to behave in a more responsible way. So, this year, I promise to study a lot before my tests, be more organized and play less video game. Also, I want to pay more attention to the teachers at school.

Bob

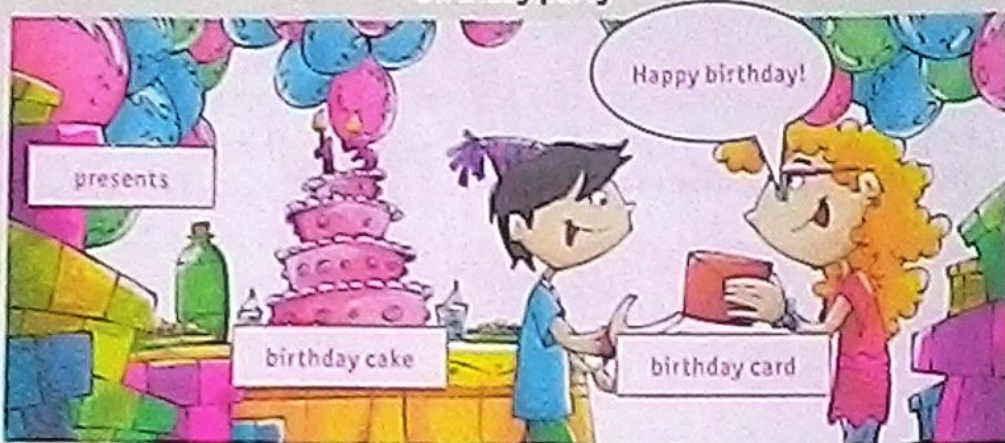


Após o término da atividade, pergunte aos alunos quem eles acham que fará o que está prometendo e quem eles acham que não. Incentive-os a justificarem suas respostas oralmente.

Christmas



Birthday party



Easter



Thanksgiving



2. Put the correct title.

Easter

Thanksgiving

Christmas Eve

Christmas Eve

In some cultures, when people celebrate the night Jesus Christ was born, they go to church at midnight on December 24th, and, after the mass, they go home to be with their family, waiting for Santa Claus, his reindeers and the elves (Santa's helpers) to bring them some presents that symbolize the gifts from the Three Wise Men to Jesus.

Thanksgiving

This is a very important North American festival. In the United States, it happens in the fourth Thursday of November. This celebration is a "thank you" for the good things in the past year. The first Thanksgiving festival, in 1621, was a reunion to celebrate the good harvest. Nowadays, people get together on this day and eat turkey, corn and pumpkin pies.

Easter

This is when Christians celebrate Jesus' death and his resurrection. This celebration is always on Sunday, after Lent. Today, in some cultures, many people give chocolate eggs to their families and friends to represent new life.

| Mass: missa.

| Harvest: colheita.

| Lent: quaresma.

3. Complete the spaces with the appropriate vocabulary.

thank you

Easter bunny

Santa Claus

the Three Wise Men

Lent

turkey

harvest

Jesus' resurrection

chocolate eggs

Jesus' birth

reindeer

pumpkin pie

Christmas

Santa Claus

reindeer

the Three Wise Men

Jesus' birth

Easter

Lent

chocolate eggs

Easter bunny

Jesus' resurrection

Thanksgiving

thank you

harvest

turkey

pumpkin pie

The sounds of the language

1. Listen and repeat.

/θ/

Math
both
thanks
thin

/t/

mat
boat
tanks
tin

Esta atividade tem por objetivo contrastar os sons /θ/, como em *Math*, e /t/, como em *mat*. Toque o CD uma vez para que os alunos ouçam e repitam as oito palavras listadas ao lado. Leve-os a identificar a diferença entre os sons. Em seguida, toque a faixa seguinte para que eles façam a segunda atividade. Se necessário, pause o CD após cada palavra para que eles tenham tempo de realizar o exercício.

2. Listen to the CD and circle the word you hear.



tree



bat



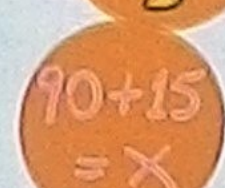
tent



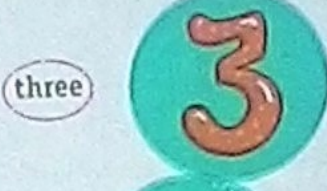
boot



fourth



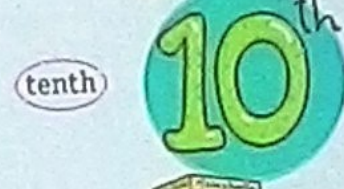
Math



three



bath



tenth



booth



fort



mat

Don't forget!

Você aprendeu...

- os nomes dos dias da semana e os meses;
- a falar e a escrever os números ordinais;
- a falar e a escrever as datas comemorativas;
- a usar as preposições *in*, *on* e *at*.

2

What's the matter?



Let's get started!

Veja no Manual do Professor comentários e respostas das questões propostas nesta seção.

- Em sua opinião, o que está acontecendo com a criança que está sentada?
- Você sabe quais são os sintomas da dengue?
- O que deve ser feito para prevenir a dengue?
- Circule no desenho os lugares onde você acha que a larva do mosquito da dengue pode se reproduzir.

ten and practice



TONY: Hello, Polly. This is Tony. How are you doing?

POLLY: Oh, I'm not feeling very well today, Tony.

TONY: Really? What's the matter?

POLLY: I have a terrible headache, my body aches and I have a fever.

TONY: That's too bad, Polly!

POLLY: Yeah... tell me about it!

TONY: If you're bad, you can't go to school today, can you?

POLLY: No, I can't. Hey, Tony, can I ask you a favor?

TONY: Sure.

POLLY: Can you please call me after school and tell me what homework we have?

TONY: Of course.

POLLY: Thanks a lot, Tony.

TONY: No problem. Well, Polly, I hope you get better soon. Talk to you later. Bye.

POLLY: Bye.

Check it out!

Aproveite esta atividade para esclarecer o significado das expressões utilizadas no diálogo.

1. Who uses these expressions? Write **T** for Tony or **P** for Polly.

- ☐ **P** Tell me about it!
- ☐ **T** What's the matter?
- ☐ **T** I hope you get better soon.
- ☐ **P** I'm not feeling very well today.
- ☐ **T** That's too bad!
- ☐ **P** Can I ask you a favor?
- ☐ **P** I have a terrible headache, my body aches and I have a fever.
- ☐ **T** If you're bad, you can't go to school today, can you?
- ☐ **P** Can you please call me after school and tell me what homework we have?



2. Match the sentences with the same meaning.

- | | |
|-------------------------------------|----------------------------------------------------------------|
| a) How are you doing? | <input type="checkbox"/> b I'm not OK. |
| b) I'm not feeling very well today. | <input type="checkbox"/> d I'm sorry. |
| c) What's the matter? | <input type="checkbox"/> e Can you do something for me? |
| d) That's too bad. | <input type="checkbox"/> h You're welcome. |
| e) Can I ask you a favor? | <input type="checkbox"/> f Of course. |
| f) Sure. | <input type="checkbox"/> c What's the problem? |
| g) Thanks a lot, Tony. | <input type="checkbox"/> a How are you? |
| h) No problem. | <input type="checkbox"/> g I appreciate this. |

3. Put the sentences in order.

- ☐ **2** Polly says she is sick.
- ☐ **1** Tony calls Polly.
- ☐ **3** Tony asks if Polly is going to school.
- ☐ **4** Polly asks Tony about the homework.

4. Match the sentences.

- | | |
|-------------------------|-----------------------------------------------------------------------|
| a) If your body aches, | <input type="checkbox"/> b you need to rest. |
| b) If you are sick, | <input type="checkbox"/> a you have to take a painkiller. |
| c) If you have a fever, | <input type="checkbox"/> c your body temperature is over 37°C. |

Caso julgue necessário, oriente os alunos a utilizarem o dicionário para desenvolverem a atividade.

5. Match the sentences above to these pictures.



2. When are these celebrations? Try to match the celebrations to the dates. After that, talk to a classmate.*

CHALLENGE



- a) World Environment Day
- b) Indian Day
- c) National Book Day
- d) Soccer Day
- e) National Language Day
- f) Flag Day
- g) Tree Day
- h) World Water Day

- g) September 21st
- a) June 5th
- e) May 21st
- c) October 29th
- b) April 19th
- d) July 19th
- h) March 22nd
- f) November 19th

I think World Environment Day is on...

Yeah, I think you're right.

Well, I think it's on...

Ao término da atividade, converse com os alunos sobre as comemorações mencionadas. Pergunte-lhes se eles sabiam dessas datas comemorativas e se eles se lembram de outras parecidas com essas.

Prepositions of time

Explique aos alunos que usamos *on Christmas Day* (no dia de Natal), mas *at Christmas* (na época do Natal). Se julgar necessário, diga-lhes que, no inglês americano, usa-se *on the weekend*, ao passo que no inglês britânico usa-se *at the weekend*.

IN	ON	AT
in January	on Monday	at Christmas
in March	on Tuesday	at Easter
in October	on June 6 th	
in 2010	on April 25 th	
in 1998	on New Year's Day	
	on Christmas Day	
	on Christmas Eve	
	on the weekend	

* Explique aos alunos que, com exceção do World Environment Day (Dia Mundial do Meio Ambiente) e do World Water Day (Dia Mundial da Água), celebrados mundialmente, as datas comemorativas apresentadas aqui (Dia do Índio, Dia Nacional do Livro, Dia do Futebol, Dia da Língua Nacional, Dia da Bandeira e Dia da Árvore) são referentes ao calendário brasileiro.

3. Complete the spaces using *in*, *on* or *at*.

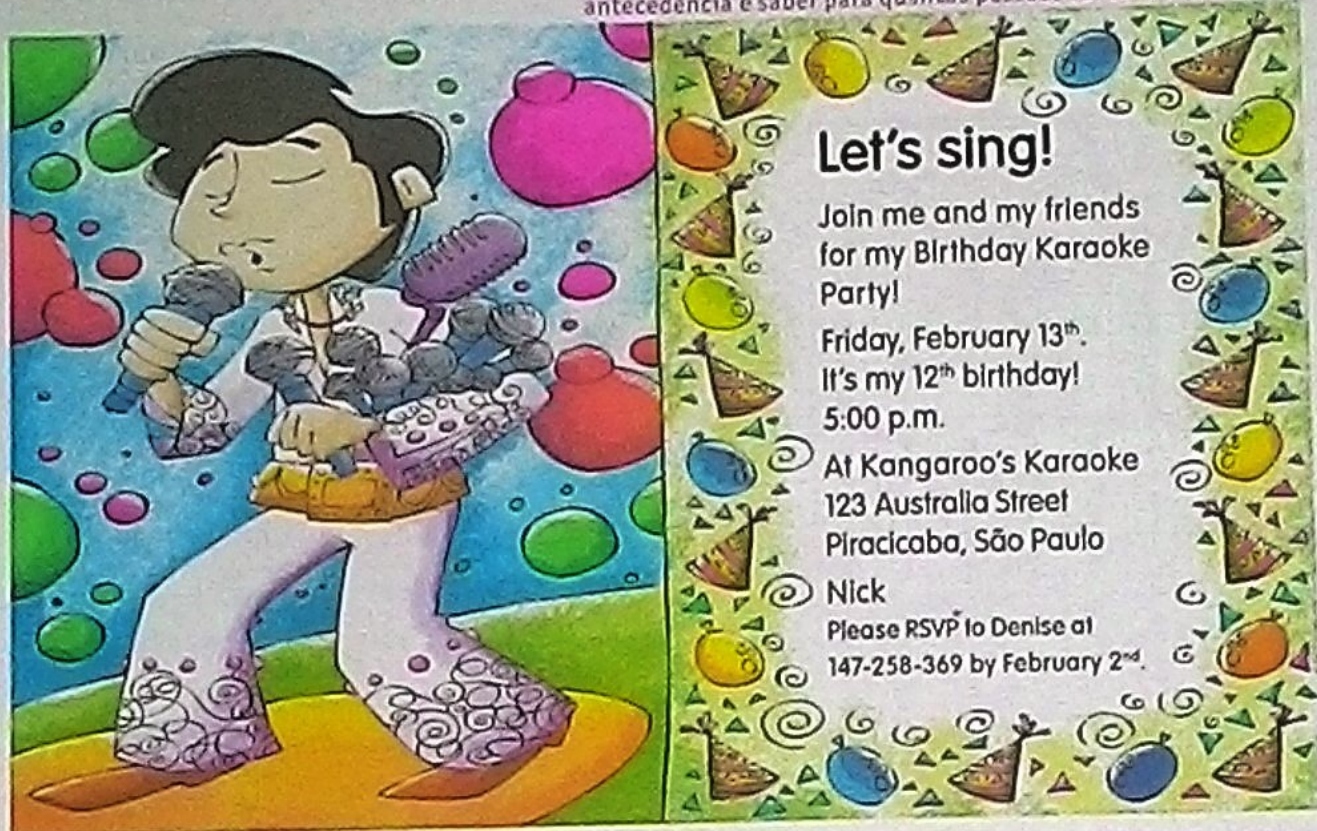
- a) at Easter
- b) in February
- c) on Saturday
- d) in 2006
- e) on New Year's Eve
- f) on June 27th
- g) in November
- h) at Christmas
- i) in December
- j) on the weekend

4. Complete the sentences using *in*, *on* or *at*.

- a) My birthday is in July.
- b) I have music classes on Tuesdays and Thursdays.
- c) I like to go to the movies on the weekend.
- d) Labor Day is on May 1st.
- e) Goodbye! See you on Friday.
- f) The party is on July 16th.
- g) My brother's birthday is in August.
- h) At Christmas, we usually visit my grandparents.

5. Have a look at this birthday invitation.

Se julgar necessário, questione os alunos sobre o motivo de ter uma data para se confirmar presença em uma festa, ou seja, diga a eles que devemos confirmá-la porque a pessoa que nos convida precisa se programar com antecedência e saber para quantas pessoas vai ser a festa.






*RSVP é a abreviatura de *Répondez S'il Vous Plait*, expressão francesa que significa "Responda, por favor".

6. Answer the questions about the birthday invitation.

- Whose party is that? Nick's.
- Where is the party? The party is at Kangaroo's Karaoke.
- When is it? It is on February 13th.
- How old is Nick? He is 11.
- Why is February 2nd mentioned? Because people have to confirm their presence until that day.

7. Write about yourself answering the questions below. After that, interview a classmate.

Resposta pessoal.


 You  Your classmate 

- When is your birthday? _____
- What's your favorite Christmas food? _____
- Can you sing Happy Birthday? _____
- What's your favorite holiday? _____
- What's your favorite day of the week? _____
- What day of the week don't you like? _____
- What holiday don't you like? _____

At home

1. Find the ordinal numbers in the puzzle below and write them down.

N	I	N	E	T	Y	E	I	G	H	T	H	L	E	T
Y	R	S	A	I	G	H	F	S	V	T	E	N	I	W
T	H	I	R	T	Y	F	O	U	R	T	H	R	G	E
W	S	X	X	H	K	G	R	T	L	I	O	U	H	N
E	A	T	E	I	R	C	T	H	J	P	M	R	T	T
L	D	Y	A	R	E	N	Y	G	R	N	N	T	Y	Y
F	E	S	T	D	E	D	N	C	S	A	C	B	F	S
T	F	E	L	K	T	H	I	V	N	O	N	D	I	I
H	L	V	G	X	Y	F	N	N	W	O	F	T	F	X
D	A	E	K	F	I	F	T	Y	F	I	R	S	T	T
X	M	N	N	C	K	E	H	D	S	I	J	K	H	H
I	S	T	W	X	E	N	V	H	I	A	E	T	Y	S
O	U	H	R	S	T	B	I	A	V	R	D	W	E	U
F	T	S	E	V	E	N	T	Y	S	E	C	O	N	D

- 3rd third
- 12th twelfth
- 26th twenty-sixth
- 34th thirty-fourth
- 49th forty-ninth
- 51st fifty-first
- 67th sixty-seventh
- 72nd seventy-second
- 85th eighty-fifth
- 98th ninety-eighth

2. Answer the questions.

a) When is your birthday?

Resposta pessoal.

b) When is your best friend's birthday?

Resposta pessoal.

c) When is International Women's Day?

International Women's Day is on March 8th.

d) When is April Fool's Day?

April Fool's Day is on April 1st.

3. Choose the best options to complete these sentences.

a) My mother's birthday is in on at August 5th.

b) I was born in on at 2003.

c) I have Physical Education classes in on at Tuesdays and Thursdays.

d) We eat a lot of chocolate in on at Easter.

e) Labor Day in Brazil is in on at May, but in the US it is in on at September.

f) People usually stay with their families in on at Christmas.

g) I always go to my grandparents' house in on at Christmas Day.

h) I don't have classes in on at the weekend.

Who promises to...	Susie	Caroline	Bryan	Bob
a) be more organized?	x			x
b) study more?		x		x
c) pay more attention in school?		x		x
d) watch less TV?		x	x	
e) read more books?		x		
f) do sports?	x		x	
g) help with the housework?		x	x	
h) play less video game?				x
i) lose weight?	x		x	
j) learn a foreign language?	x			

3. What are your New Year's resolutions for this year?



Improve your vocabulary

What is your favorite celebration?

1. Use the words from the box to name the pictures.

turkey birthday card presents chocolate egg Christmas tree
 Happy New Year! Santa Claus Easter bunny birthday cake pumpkin pie
 reindeers fireworks Happy birthday! Merry Christmas! elves

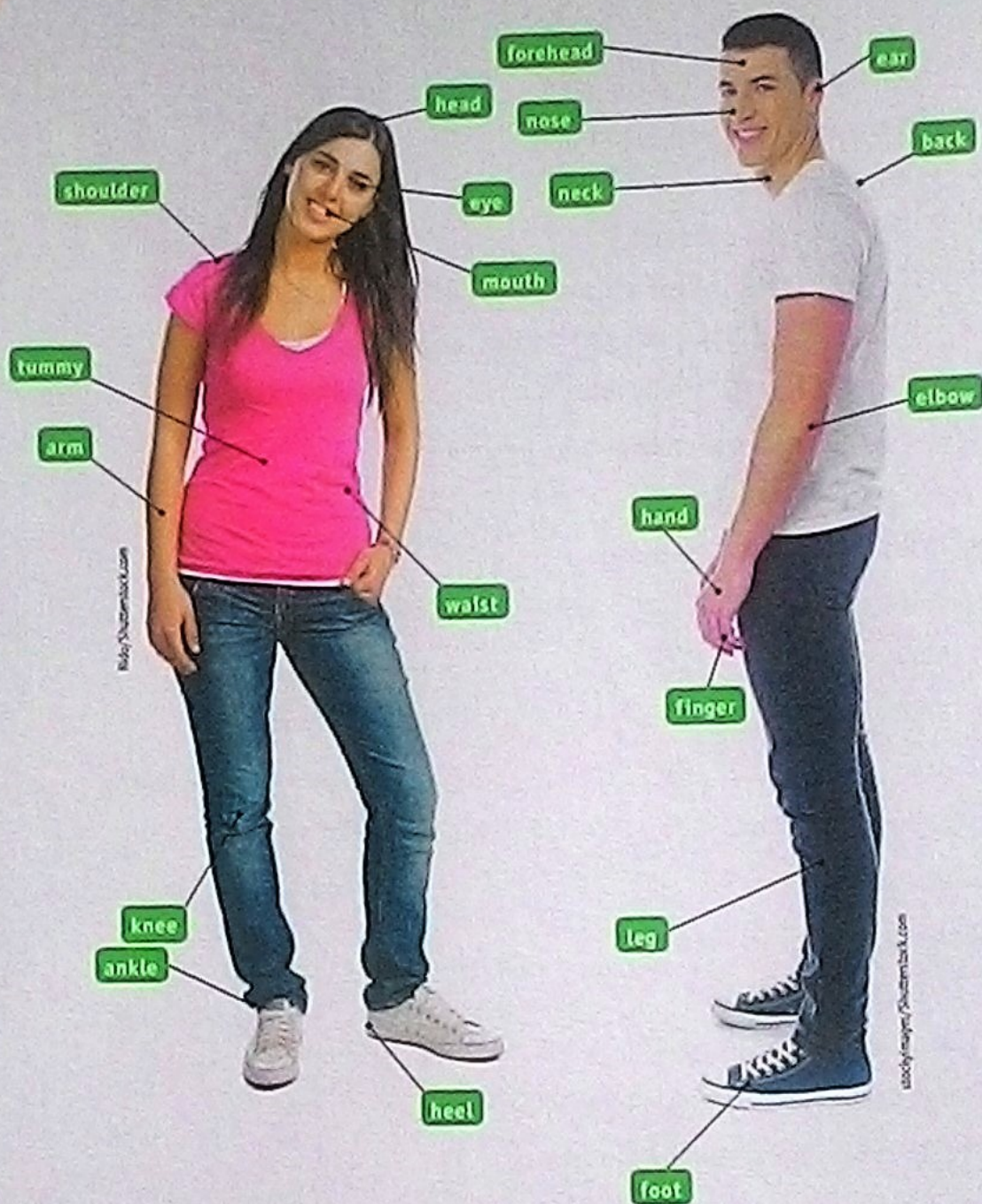
New Year's Eve



* Converse com os alunos sobre suas datas comemorativas favoritas. Pergunte-lhes quais das celebrações apresentadas aqui são as que eles gostam mais e por quê. Se necessário, explique-lhes que a celebração do Dia de Ação de Graças (*Thanksgiving*) não faz parte da nossa cultura. Após o término da atividade, toque o CD para que os alunos ouçam e repitam o vocabulário.

Let's learn about the language!

The body



1. Unscramble the words and then match the names to the parts of the body.

a) a h o f d e e r

forehead

b) y m m t u

tummy

c) s i w t a

waist

d) l a e k n

ankle

e) c b k a

back

f) n e g i f r

finger

g) g l e

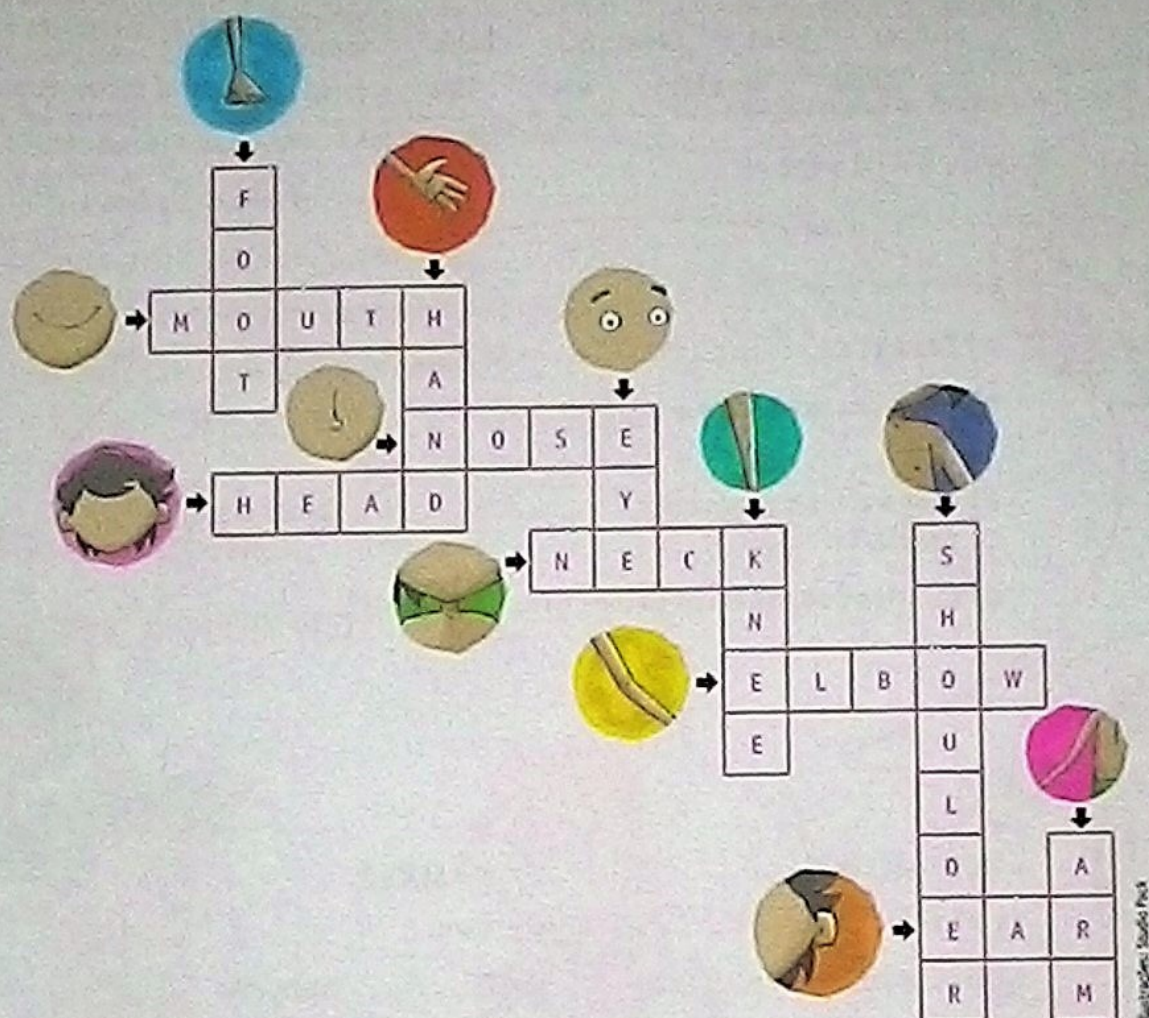
leg

h) l e h e

heel



2. Complete the crossword puzzle.



3. Read the information in the box and write the corresponding part of the body.

You wear hats and caps in this part of the body.	head
With this part of the body, you can smell and sneeze.	nose
With this part of the body, you can play soccer.	foot
With this part of the body, you can write.	hands
Married people normally wear a <u>ring</u> on it.	finger
With this part of the body, you can eat, speak and sing.	mouth
Women like to wear <u>earrings</u> on them.	ear
Achilles died because of this part of the body.	heel*
You bend them when you <u>pray</u> .	knees
You use this part of the body when you are swimming.	arms/legs

Art, 10/10/2010, 10:00 AM

Art, 10/10/2010, 10:00 AM

Art, 10/10/2010, 10:00 AM



ring



earrings



to pray

*Pergunte aos alunos se já ouviram a expressão "Calcanhar de Aquiles". Explique-lhes que essa expressão se deve ao fato de, segundo a mitologia grega, o guerreiro Aquiles ter como ponto fraco o calcanhar.

4. Use the words from the box to complete the sentences.

finger head heart (2x) back shoulder
hand eyes (2x) ears lips face



- a) Jane is all ears to hear the gossip.
b) Mike always makes a face when he sees Jim.
c) Fiona always gives her back to her sister's problems.
d) Charles doesn't want to lose his head.



- e) She says her lips are sealed.
f) I need a shoulder to cry on.
g) Her brother never lifts a finger at home.
h) I can't believe my eyes!



- i) Give me a hand with it, Bob.
j) Telma always opens her heart to me when she has a problem.
k) Robson is a terrible boyfriend. He always breaks his girlfriend's heart.
l) Could you please keep your eyes on my children?



As frases das atividades têm vários exemplos de v na terceira pessoa do singular presente simples. No entanto, o tempo verbal será apresentado apenas nos capítulos 3 e 4. Isso, não chame a atenção dos alunos para esses verbos. E, disse, leve-os a compreender o sentido das expressões idiomáticas apresentadas: *Make a face*, *ears to hear something*, *give back to something*, e assim diante.

Gossip: fofoca, fofoca.
Sealed: selado, lacrado.
Lift: erguer.

5. Go back to the previous exercise and match the meanings with the sentences.

- | | |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> c She doesn't care about others. | <input type="checkbox"/> i Help me do something. |
| <input type="checkbox"/> g He never helps. | <input type="checkbox"/> b He changes his facial expression when he sees someone he doesn't like. |
| <input type="checkbox"/> j She shares her deepest feelings with me. | <input type="checkbox"/> f I need a friend to hear my problems. |
| <input type="checkbox"/> e She can keep a secret. | <input type="checkbox"/> d He doesn't want to lose control. |
| <input type="checkbox"/> h I'm surprised at what I'm seeing. | <input type="checkbox"/> k He hurts her feelings. |
| <input type="checkbox"/> a She really wants to hear what you have to tell. | |
| <input type="checkbox"/> l Help me take care of my children. | |

Health problems

What's the matter with them?



He has an earache.



She has a stomachache.



He has a headache.



She has a backache.



He has a cold.



She has a cough.



He has the **flu**.



She has a **sore throat**.

6. Answer the questions about the pictures.



a) What's the matter with her?

She has a headache.



b) What's the matter with him?

He has a cough.



c) What's the matter with her?

She has a cold.



d) What's the matter with him?

He has a sore throat.



e) What's the matter with her?

She has an earache.



f) What's the matter with him?

He has a stomachache.

Let's learn about the language!

Object pronouns

Explique aos alunos que os *objects pronouns* são usados após verbos e preposições.



I love you.

She's in love with him.

I → me
you → you
he → him
she → her
it → it
we → us
you → you
they → them



Give me the book!



What's the matter with her?



This song is very nice. I like it very much.



Where are my glasses? I can't find them.



He's afraid of us.

1. What do the underlined pronouns refer to?

a) A: Why is Paul so happy?

B: His parents gave him a guitar for his birthday.

him → Paul

b) A: What's the title of this song?

B: Hum... I can't remember it.

it → the title of this song

Faça um breve comentário sobre os pronomes já vistos pelos alunos no 6º ano para introduzir esta atividade. Escreva no quadro a frase *Jack loves this song. He is listening to it again* e faça setas ligando o pronome *he* a Jack e o pronome *it* a *this song*.

c) David and Philip look sad. What's the matter with them?
them → David and Philip

d) Janet is making a lot of noise. Please, ask her to be quiet.
her → Janet

2. Substitute the underlined expressions for the correct pronouns.

Esta atividade tem por objetivo trabalhar tanto os *subject pronouns* como os *object pronouns*. Portanto, faça uma breve revisão dos *subject pronouns* (I, you, he, she, it, we, you, they) antes de começar a atividade.



a) The teacher is explaining the lesson to the student.

He is explaining the

lesson to him.



d) The dog is licking Rob.

It is licking him.



b) Patricia is helping Maggie with the homework.

She is helping her with

the homework.



e) Michael and Joana are talking to Thelma.

They are talking to her.



c) Susan is playing with the doll.

She is playing with it.



f) Hector is making a barbecue for his wife and kids.

He is making a

barbecue for them.

Have



Has



I / you / we / they have

he / she / it has

3. Complete the sentences using **have** or **has**.

a) Carmen has a beautiful mouth.

b) Patrick has a sore throat.

c) When you have a headache, it's a good idea to take an aspirin.

d) Mike and his brother have blue eyes.

e) She has the flu.

f) I feel bad today. I have a stomachache.

4. Write sentences using **have** or **has**.

a) I / a dog and two cats.

I have a dog and two cats.

b) Lily / breakfast at 6:30 in the morning.

Lily has breakfast at 6:30 in the morning.

c) Mike and Sally / three children.

Mike and Sally have three children.

d) You / very delicate hands.

You have very delicate hands.

e) My little brother / a stamp collection.

My little brother has a stamp collection.

f) Josh / an expensive car.

Josh has an expensive car.

At home

1. Rewrite these sentences. Substitute the underline expressions for the correct pronouns.

a) I study with Johnny.

I study with him.

b) I don't like rock music very much.

I don't like it very much.

c) I usually hang out with Monica and Thomas.

I usually hang out with them.

d) I am watching TV with my mother.

I am watching TV with her.

e) My grandpa always gives candies to my brother and I.

My grandpa always gives candies to us.

2. Complete the sentences below using the object pronouns.

a) I don't understand this exercise. Can you explain it to me?

b) Where's Jenny? I need to talk to her.

c) Happy birthday, Marcos! This present is for you.

d) The teacher loves her students. She's very patient with them.

e) This book is excellent. I'm reading it for the second time.

f) My brother is in love. I'm happy for him.

3. Choose the best options to complete the sentences below.

a) Mary can't go to school today because she the flu.

b) Daniel an appointment with Doctor Walters this afternoon.

He a terrible earache.

c) I feel bad. I a stomachache.

d) The students a lot of homework to do.

e) Diana looks just like her mother. They both black hair and green eyes.

Let's listen!

1. Listen to the dialogs and number the pictures.



2. Write the names for each picture.

fever runny nose to sneeze medicine



medicine



fever



runny nose



to sneeze

3. Listen to the CD again and match the columns below.

a) What's the matter with Charlie?

b) What's the matter with Sam?

c) What's the matter with Bob?

He has a sore throat.

He has a headache and a fever.

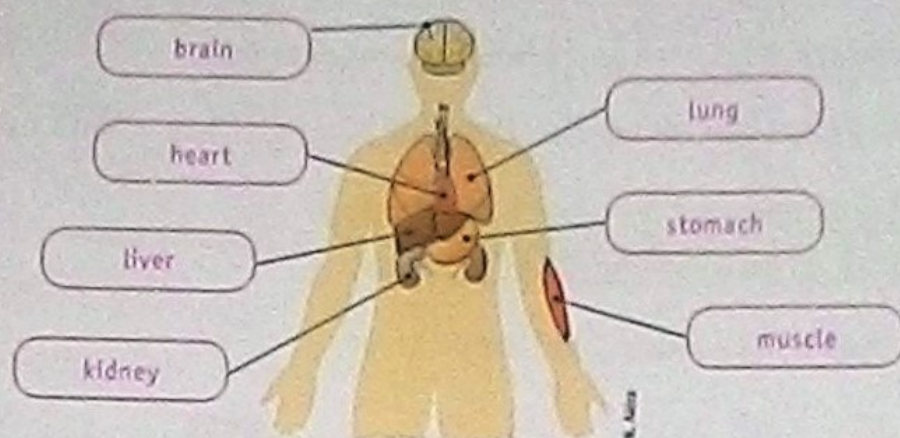
He has a bad cold.

Let's read!

1. Write the names corresponding to each picture.

brain heart kidney liver lung muscle stomach

Esta atividade propõe a leitura de um folheto explicativo sobre a gripe. Antes de iniciar a atividade, converse com os alunos sobre o tema em questão e incentive-os a comentar o que eles já sabem sobre a doença. Tente levantar tópicos como o que é a gripe, como ela é transmitida, quais são os sintomas e quem são as pessoas mais vulneráveis à doença.



What is flu?

Some people think that flu is a sort of cold. They are wrong!

Flu is the short name for an illness called influenza.

Influenza is caused by a virus. A virus is a sort of germ which makes people ill.

Flu can make you very ill, but you can have a flu jab to help you stop catching flu. Jab is another word for injection.

Who gets flu?

Anyone can get flu but it can be more serious for:

- people who are 65 or older
- children who are 6 months or older who have a serious illness that will last a long time
- people of any age who have a serious illness that will last a long time, especially people who have:
- a serious heart problem
- a serious breathing problem like asthma
- diabetes
- a serious kidney problem
- a serious liver disease
- had a stroke or TIA. (TIA is short for transient ischaemic attack. It is a sort of less serious or mini stroke)
- a weak immune system. (Your immune system is the part of your body that fights off illness and keeps you well.)

How will I know if I have got flu?

Flu symptoms start quickly and are usually quite bad. Symptoms are the signs that tell you that you are ill.

Flu symptoms are usually:

- fever
- chills
- headaches
- aching muscles.

* Explique aos alunos que have got é uma expressão normalmente usada no inglês britânico e significa o mesmo que have.

Ill: doente.
Stroke: AVC, derrame.
Chills: calafrias.

About flu jabs: who should get a flu jab this autumn? Extraído do site: <www.resources.org.co.uk/assets/pdfs/Flu%20jabs>
Acesso em: 1º Jul.

2. Match the two parts of the sentences below.

- a) Jab is another word for
- b) Illness is a synonym for
- c) Flu is the short name for

- ☐ b) disease.
- ☐ c) influenza.
- ☐ a) injection.

3. Write T for true and F for false.

- a) ☐ F Flu and cold are the same thing.
- b) ☐ T A flu jab helps you stop catching flu.
- c) ☐ F Only old people can get the flu.
- d) ☐ T The flu can be more serious for people who have a disease, like a heart problem or asthma, for example.
- e) ☐ T The flu symptoms are fever, chills, headaches and aching muscles.

4. Complete these sentences about the text.

- a) Influenza is caused by a virus.
- b) A virus is a sort of germ which makes people ill.
- c) Asthma is a serious breathing problem.
- d) TIA is a sort of less serious or mini stroke.
- e) The immune system is the part of your body that fights off illness and keeps you well.
- f) Symptoms are the signs that tell you that you are ill.

Improve your vocabulary

Explique aos alunos que, para completar o quadro, alguns conselhos poderão ser usados mais de uma vez.

1. Use the pieces of advice below to complete the chart.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> drink cold beverage drink lots of soft drink eat too much sweet or spicy food stay in bed and rest eat fruit and vegetables use the computer or watch TV for a long time | <ul style="list-style-type: none"> have ice cream listen to loud music eat fast food drink hot milk with honey drink orange juice |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

If you have...	You can't...
a headache	listen to loud music, use the computer or watch TV for a long time.
the flu	drink cold beverage, have ice cream.
a stomachache	drink lots of soft drink, eat fast food, eat too much sweet or spicy food.
a cough	drink cold beverage, have ice cream.

2. Read about Ethan's problem and help him solve it.

Antes que os alunos leiam o texto, peça para que eles observem a ilustração e pergunte-lhes: *What's the matter with him?*

This is Ethan. He is really bad today. He has a bad cold, a sore throat and a terrible headache. Look at the pieces of advice below. What do you recommend him to get better?

☒ Drink orange juice.

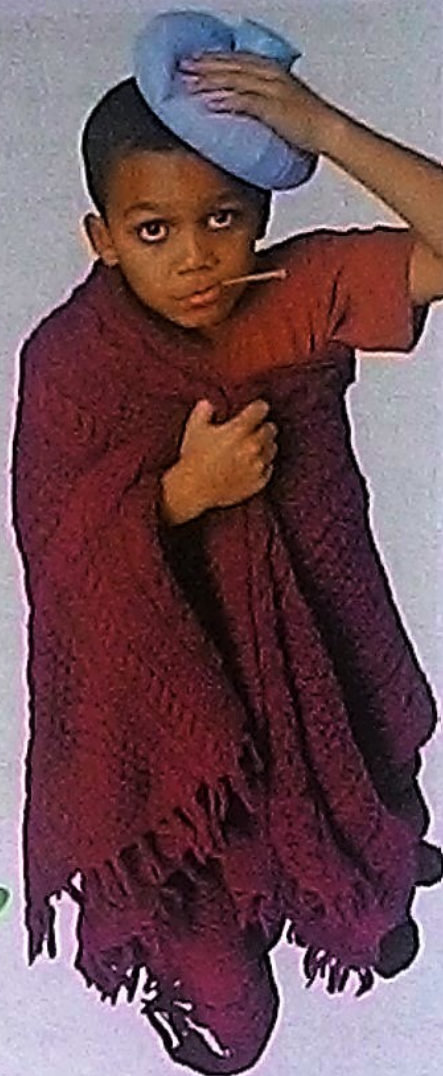
☐ Have ice cream.

☐ Drink cold beverage.

☒ Stay in bed and rest.

☐ Listen to loud music.

☒ Drink hot milk with honey.



The sounds of the language

1. Listen and repeat.

Esta atividade tem por objetivo contrastar os sons /z/, como em *nose*, e /s/, como em *stomach*. Toque o CD uma vez para que os alunos ouçam e repitam as seis palavras listadas ao lado. Leve-os a identificar a diferença que queremos destacar aqui. Em seguida, toque o CD novamente para que eles façam a segunda atividade. Se necessário, pause o CD após cada palavra para que eles tenham tempo de realizar o exercício.

/z/

disease
influenza
nose

/s/

waist
muscle
stomach

2. Now, listen and underline the words with the /s/ sound and circle the ones with the /z/ sound.

symptom

easy

face

aspirin

sneeze

class

address

prize

use

ice

because

scissors

Don't forget!

Você aprendeu...

- partes do corpo humano;
- alguns problemas de saúde;
- os *objects pronouns* (*me, you, him, her, it, us, you, them*);
- a usar o verbo *to have* no *simple present*;
- a identificar o que uma pessoa deve ou não fazer quando está doente.

Extra activities

As atividades 1 e 2 referem-se aos capítulos 1 e 2.

Oriento os alunos a escreverem suas respostas por extenso depois de escolherem a alternativa adequada.

1. Check the correct alternative.

- a) Sunday is the first day of the week.
☐ the fourth day of the week ☒ the first day of the week
- b) Anna has a terrible stomachache.
☐ stomach pain ☒ stomachache
- c) Be patient. Don't lose your head.
☐ eye ☒ head
- d) The Brazilian Independence Day is on September 7th.
☒ on September 7th ☐ on July 4th
- e) April is the fourth month of the year.
☒ fourth ☐ fifth
- f) August is the eighth month of the year.
☐ sixth ☒ eighth

2. Complete Luciana's appointment book using the information below.

flu on July 6th second May 9th
 Mother's day headache Monday birthday

Monday	May 7 th	Saturday	July 3 rd
Today is the <u>second</u> day of the week. School starts.	Study for English test in two days on <u>May 9th</u> .	Call Dr. Tavarres. I have the <u>flu</u> .	
Tuesday	May 8 th	Sunday	July 4 th
Buy my mom's gift. <u>Mother's Day</u> is on Sunday.	Buy an aspirin. I have a terrible <u>headache</u> .	Buy Alice's gift. Her <u>birthday</u> is on July 6 th .	
		Call Pedro tomorrow, on <u>Monday</u> .	

3. Write questions for each sentence. A atividade 3 refere-se aos capítulos 1 e 2.

a) What's the matter with you?

I have a cold.

b) When is your birthday?

My birthday is on April 26th.

c) When is Children's Day?

Children's Day is on October 12th.

d) What's the matter with her?

She has a headache.

e) When is Christmas?

It's on December 25th.

f) What's the matter with them?

They have the flu.

4. Complete the dialog using the words from the box. As atividades 4 e 5 referem-se ao capítulo 2. There's one extra word.

chills stomachache fever headache matter flu

AMANDA: Hello, Thomas. How are you doing?

THOMAS: Hi, Amanda. I'm not very well today. And you?

AMANDA: I'm OK. But what's the matter with you?

THOMAS: I have a horrible cold. I'm burning in fever and my muscles are really sore.

AMANDA: Humm... I see. Do you have chills?

THOMAS: Yes, I do. And I have a terrible headache too.

AMANDA: Thomas, this is not a cold, you have the flu.

THOMAS: Really?

Sore: dolorido, inflamado.

AMANDA: Yeah. Go home, have some hot tea with lemon and rest.

5. Complete the sentences using the appropriate pronouns.

a) Shakira is my favorite singer. I love her (she / her).

b) My nose is running, my throat is sore and I have a fever. I guess I (me / I) have the flu.

c) Peter has a stomachache. I think he (he / him) needs to see a doctor.

d) Laura and Lucas look bad. What's the matter with them (they / them)?

e) My little brother has a cold. My mom is giving him (him / he) some medicine. I hope he (he / him) gets better soon.

f) I can't do this exercise. Can you help me (I / me)?

6. Find a part of the body that is hidden in each sentence. A atividade 6 refere-se ao capítulo 2.

- a) How can I say leaf in German? (6 letters)
- b) You can give some money to Edna and she buys you the aspirins. (3 letters)
- c) A store clerk needs enough change each morning. (4 letters)
- d) I can hear my brother's drums from my bedroom. (3 letters)
- e) I always try to watch and record the movies I like. (4 letters)
- f) Lucas always sends a message before he adds someone on social networks. (8 letters)
- g) My mother and I have no secrets at all. (4 letters)
- h) You should erase that note in your book. (8 letters)

7. Read the text and answer the questions. A atividade 7 refere-se ao capítulo 1.

What is Valentine's Day?

Valentine's Day, or St Valentine's Day, is celebrated every year on 14 February.

It's the day when people show their affection for another person or people by sending cards, flowers or chocolates with messages of love.

And traditionally on Valentine's Day in a leap year – every four years – women can propose marriage to their partner!

[...]

Leap year: ano bissexto.

What is Valentine's Day? Extraído do site: <http://news.bbc.co.uk/1/hi/newsid_1770000/newsid_1779900/1779959.stm>. Acesso em: 2 jul. 2015.



a) According to the text, when is Valentine's Day?

It's on February 14th.

b) How is Valentine's Day celebrated?

People show their affection for another person by sending cards, flowers or chocolates with messages of love.

c) What can women do on this holiday?

Every four years, they can propose marriage to their partner.

d) When is Valentine's Day celebrated in Brazil?

It is celebrated on June 12th.

e) Choose the best synonym for the word **celebrate**?

☒ commemorate

☐ admire

☐ pray

f) What gift would you like to receive on Valentine's Day? Resposta pessoal.

☐ a chocolate box

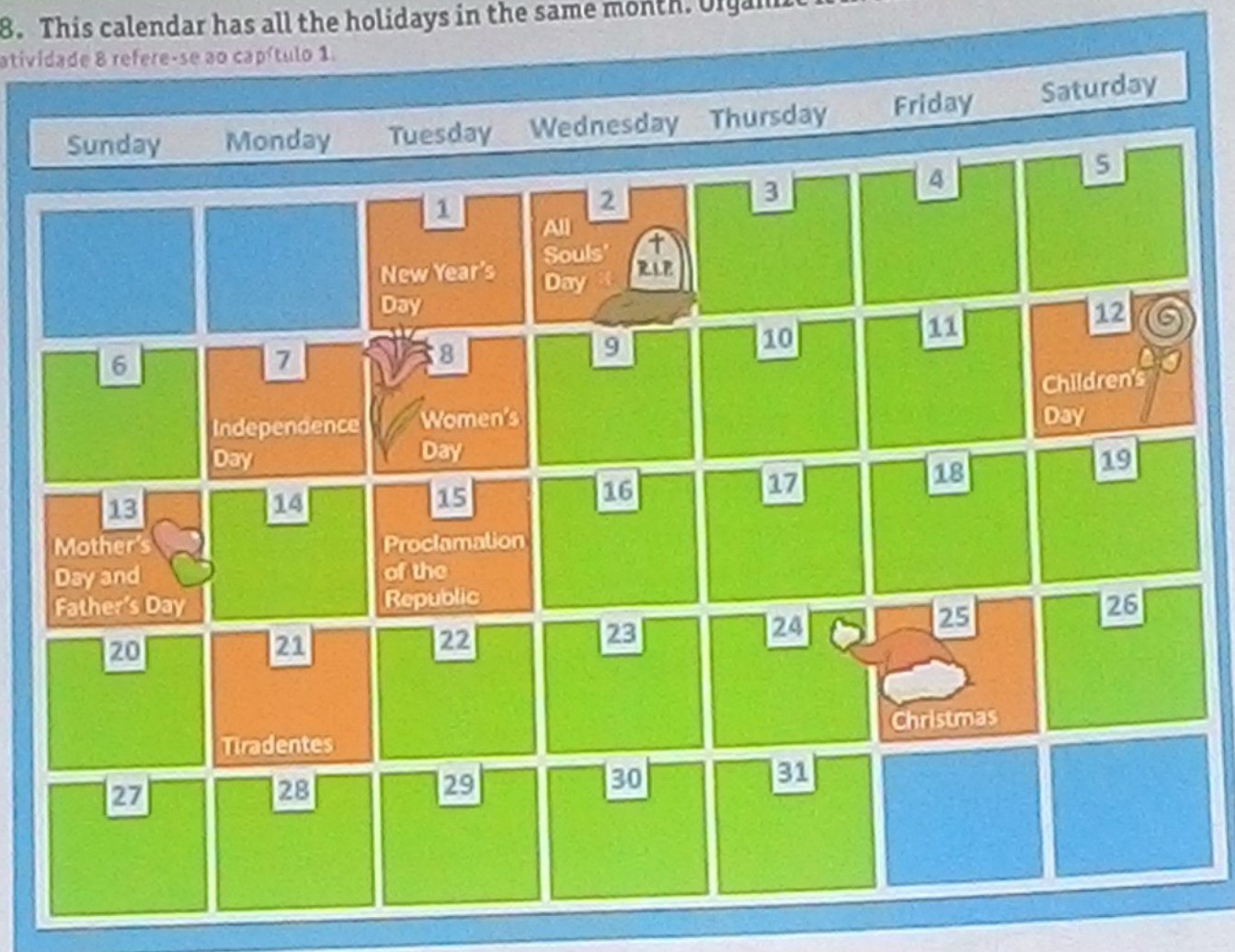
☐ an anonymous card

☐ flowers

☐ clothes

☐ a book

8. This calendar has all the holidays in the same month. Organize it in the sentences below.
 A atividade 8 refere-se ao capítulo 1.



- a) New Year's Day is celebrated on the first day of January/ the year.
- b) The All Souls' Day is on the second day of November.
- c) Brazilian Independence Day is on September 7th.
- d) Women's Day is on March 8th.
- e) In Brazil, Children's Day is on October 12th.
- f) In Brazil, Mother's Day is on the second Sunday of May, and Father's Day is on the second Sunday of August.
- g) The Brazilian Proclamation of the Republic is on November 15th.
- h) Tiradentes is a national holiday. It's celebrated on April 21st.
- i) Christmas is celebrated on December 25th.

9. Match the suggestions to the health problems. A atividade 9 refere-se ao capítulo 2.

- a) I have a headache.
 b) I have a toothache.
 c) I have a backache.
 d) I have a stomachache.
 e) I have a cold.

- ☐ d) Don't eat fast food.
☐ c) Go to bed and rest.
☐ a) Take a painkiller.
☐ e) Have some hot milk with honey.
☐ b) Go to the dentist.

1. a) the first day of the week
b) stomachache
c) head

- d) on September 7th
e) fourth
f) eighth

2. second; May 9th; Mother's Day; headache; flu; on July 6th; Monday.

3. a) What's the matter with you?
b) When is your birthday?
c) When is Children's Day?

- d) What's the matter with her?
e) When is Christmas?
f) What's the matter with them?

4. AMANDA: Hello, Thomas. How are you doing?

THOMAS: Hi, Amanda. I'm not very well today. And you?

AMANDA: I'm OK. But what's the matter with you?

THOMAS: I have a horrible cold. I'm burning in fever and my muscles are really sore.

AMANDA: Humm... I see. Do you have chills?

THOMAS: Yes, I do. And I have a terrible headache too.

AMANDA: Thomas, this is not a cold, you have the flu.

THOMAS: Really?

AMANDA: Yeah. Go home, have some hot tea with lemon and rest.

5. a) her
b) I
c) he

- d) them
e) him; he
f) me

6. a) finger
b) toe
c) knee
d) ear; arm
e) hand
f) forehead
g) nose
h) shoulder

7. a) It's on February 14th.

b) People show their affection for another person by sending cards, flowers or chocolates with messages.

c) Every four years, they can propose marriage to their partner.

d) It is celebrated on June 12th.

e) commemorate

f) Resposta pessoal.

8. a) first; January / the year
b) second; November
c) September 7th
d) March 8th
e) October 12th

- f) second; May; Sunday; August
g) November 15th
h) April 21st
i) December 25th

9. d - c - a - e - b